DOCUMENT RESUME

ED 224 225 EC 150 608

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TITLE	Program Planning Workguide for HCEEP Demonstration Projects.
INSTITUTION	North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE	[78]
NOTE	19p.; For related documents, see EC 150 606-607.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Administration; *Demonstration Programs; *Disabilities; Early Childhood Education; Information Dissemination; Parent Participation; *Program Development; Program Evaluation; Staff Development
IDENTIFIERS	Handicapped Childrens Early Education Program

ABSTRACT

The workguide is designed to help identify and structure program planning and administrative tasks involved in HCEEP (Handicapped Childrens Early Education Program) demonstration projects, particularly during the first year of funding. The workbook is divided into five sections: administration and evaluation; services for children; parent involvement; staff development; and demonstration, dissemination, and continuation. Each section identifies and describes several planning areas that an HCEEP demonstration project should consider. Space is provided after each planning area to make notes and jot down ideas. It is pointed out that the workguide can be used to check a project's current status in planning and administration, to provide a framework for organizing staff orientation, to suggest guidelines for communicating with others, to prepare for a needs assessment, and to suggest guidelines for ongoing planning. (SW)

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PROGRAM PLANNING WORKGUIDE

FOR

HCEEP DEMONSTRATION PROJECTS

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An Introduction to
A Program Planning Workguide
For HCEEP Demonstration Projects

The staff of a newly funded HCEEP demonstration project is confronted with a variety of program planning and administrative tasks, especially during their first year. This workguide is designed to help identify and structure those tasks. Its contents are based upon the planning experience of many HCEEP demonstration projects over recent years. It is not an official document from the Bureau of Education for the Handicapped. You do not have to complete all these planning tasks; in fact, some of them may not be relevant to your particular project. However, personnel from many demonstration projects have found a workguide like this to be a useful resource and reference as they plan and develop their programs. Here are some ways it can be used:

1. **Checking your project's current status in planning and administration** - You may want to compare your proposal to the workguide to determine the extent to which your proposal has taken into account all of the areas in the workguide you judge to be relevant to your project. The workguide may identify areas or activities that have been overlooked in planning to date. It may also assist you in specifying plans more completely.

2. **A structure for staff orientation** - The workguide may provide the framework for organizing an orientation for all staff to the total project. Development of the written statements suggested in the workguide could be outcomes of such an orientation.

3. **Communicating with others** - The written statements and products suggested in the workguide can be organized into a descriptive document(s) about your project. They also provide ready answers to questions that will often be asked by others (e.g., BEH, state agencies, local agencies). They may even contribute to future proposals and plans for continuation funding.

4. **Preparing for needs assessment** - In the fall your technical assistance provider (TADS or WESTAR) will be helping you determine your technical assistance needs. The needs assessment process will include using an instrument designed specifically for HCEEP demonstration projects, the **HCEEP Demonstration Project Profile: A Needs Assessment Instrument**. This workguide and the needs assessment instrument were designed together to cover the same programmatic areas. Completion of this workguide will be excellent preparation for your needs assessment.

5. **On-going planning** - Reviewing the workguide from time to time will keep these planning tasks fresh in your mind and may provide you with some on-going measure of your project's progress.

The workguide has five parts. They are:

Section I: Administration and Evaluation
Section II: Services for Children
Section III: Parent Involvement
Section IV: Staff Development
Section V: Demonstration, Dissemination, and Continuation

Each section identifies and describes several planning areas that a HCEEP demonstration project should consider. Some space has been provided after each planning area to make notes and jot down ideas.

Section I: Administration and Evaluation

Section I identifies planning tasks that relate to the overall organization, administration and evaluation of your project. It also identifies some management areas that are important to the functioning of the project.

1. Statement of program plans

Comment:

A written statement that provides an administrative overview of your entire project and its plans can be useful in communicating to others about the project. Such a statement might include the following: the basic mission and program philosophy of your project, project goals and objectives, the general activities and timelines for the achievement of each goal and objective, and your project's organizational structure (perhaps including an organization chart and/or a flow chart showing how the project operates).

There are some additional areas where written policy statements would be helpful in clearly delineating your project's plans and procedures. They are:

a. the relationship between the project and its local fiscal agency, including roles and responsibilities for such functions as: budget administration, purchasing, personnel administration, public relations, records and files, and supervision of the project director by his/her superior in the local fiscal agency.

b. a policy for involvement with other agencies. Your project will interact with other local, state, federal, and private agencies. How these interactions will occur and for what purposes should be stated for each agency or type of agency involved. Moreover, all the needs of the children and families being served by the project may not be met directly by the project itself. Plans to use other resources should be stated.

c. regular project review. It is easy for a project to gradually "stray" from its original mission, or for components to "drift" apart. Periodic review of your program helps assure consistency over time, and allows for change to occur deliberately. The statement should include the frequency of planned reviews and who should be involved.

d. procedures for informed consent, due process and assurance of confidentiality. A written statement of how your project deals with these concerns as required by federal and state laws will help assure compliance.

2. Statement/Plans for personnel recruitment

Comment:

Administrative planning tasks in this area include the identification of current and future staffing needs, developing job descriptions and qualifications for all project staff, and establishing recruitment procedures that meet the needs of the project and fall within legal guidelines.

3. Statement/Plans for the physical facilities and transportation

Comment:

Depending upon the local circumstances of your project you may need to attend to such planning tasks as: preparing the project's physical facilities (such as classrooms, offices, or observation spaces), identifying and purchasing equipment and supplies, and developing plans to meet the transportation needs of your project.

4. Statement/Plans for financial administration

Comment:

Maintaining accurate and complete budget information will not only assist in the administration of your project, but will also provide useful information in seeking continuation funding and for assisting others in adopting a similar program. Budgetary planning tasks include: the establishment of an accounting system, a purchasing system, procedures for budget review and revision, and a system for meeting the cost analysis information needs of your project.

5. Statement/Plans for maintaining records and preparing reports.

Comment:

Often a HCEEP project director has realized too late that some types of information should have been captured in a systematic way. Your project's recording/filing system should provide information for reports to BEH and others as well as data for administrative decisions. Planning tasks in this area include designing a records and filing system for each project component and developing procedures for preparing reports to BEH, your local fiscal agency, po-

tential sources for continuation funding, and others.

6. Statement/Plans for the project's advisory board.

Comment:

Your project's advisory board can be a valuable asset. Advisory boards can help in locating children, acquiring additional resources and continuation funding, and in dissemination activities. Planning tasks in this area include determining your advisory board membership, the roles and functions of your advisory board, and scheduling and conducting advisory board meetings.

7. Statement/Plans for program evaluation.

Comment:

Evaluation is an ongoing process. It makes initial inquiries in the formative stage of your project, questioning content and procedures. At the conclusion of your project a summative evaluation is completed to determine if the program was successful in meeting its goals and objectives. General plans for evaluation should include the development of a written plan for formative and summative evaluation. The written plan should address the following items:

a. identifying the audiences for the evaluation and their information needs.
b. identifying the major areas of the program to be evaluated.
c. determining the specific kinds of information to be collected for each selected component.
d. selecting the procedures and/or instruments for collecting the required information.
e. selecting procedures to be used in analyzing and interpreting the data.
f. determining staff and nonstaff (if applicable) responsibilities for evaluation.
g. establishing a timeline for data collection and analysis.
h. determining procedures for presenting the evaluation to its intended audiences.
i. establishing a system for continuous evaluation feedback to the staff.

Your project's evaluation plans should deal with the Services to Children component, the Parent Involvement component, the Staff Development component, and the Demonstration and Dissemination component. The plans should include documentation of events and activities, evidence of client satisfaction, and evidence of progress or impact as is appropriate to each component.

Section II: Services for Children

Section II identifies planning tasks that relate to the project's efforts to provide services for children. The tasks include determining the educational approach to be used, identifying and selecting children, developing and administering the educational program, obtaining needed non-educational services for children, and evaluating the effectiveness of the program.

1. Statement of the philosophy, goals and objectives under which the project provides services for children.

   Comment:

   Every project's approach to providing services to children is based upon certain assumptions. Those assumptions frequently center on the characteristics of the children to be served, what they need to learn, and how learning takes place. The assumptions may come from a single theoretical framework (e.g., Piaget) or may draw upon several theories. Developing a written statement of your project's assumptions will allow your staff to examine whether or not those assumptions are consistent with each other, whether they are accepted by all staff members and whether your instructional strategies are compatible with those assumptions. Growing out of your philosophical approach are your project's goals and objectives for serving the identified needs of your target children. Goals, and particularly objectives, should be explicit and focus on the desired outcomes of your project's instructional program.

2. Statement of the children for whom the program is intended and the selection criteria for admission to the program.

   Comment:

   The children for whom your program is intended should be clearly delineated. Criteria for admitting targeted children to your program may be established on the basis of diagnostic and other information. These criteria may concern the child's functioning and performance level, prognosis for change, geographic location, and other considerations. Information from professionals in a number of disciplines may be gathered on each child before a decision is made for specific placement.

3. Statement of staff responsibilities across the services provided for children.

   Comment:

   Specification of staff roles and responsibilities can help ensure precision in your service delivery and good internal communications, especially when they are set out in writing

and understood by each staff member. Your statement should address individual responsibilities within such areas as child find, screening, admission, assessment, instruction and evaluation.

4. Statement of curriculum (curricula) to be developed/adopted for direct instruction of children.

Comment:

Historically, there was a thrust to develop curricula for use with particular groups of children in concert with a selected educational philosophy. More recently, some HCEEP programs have opted to adopt or adapt one or more existing curricula suited for their target children and program philosophy. The curriculum, you use should correspond with your program philosophy and be appropriate for your target children. Further, your curriculum should specify instructional alternatives and be consistent with the child assessment and evaluation procedures.

5. Statement of the identification, program admission and referral procedures.

Comment:

Every project faces the tasks of identifying and enrolling their target children. If a need exists to restrict the number of children considered for enrollment, or if identification of the children is difficult, you may need to adopt formal case finding and screening/diagnostic procedures that will lead to a decision about program admission based upon established criteria. In other instances, formal screening/diagnostic procedures may not be necessary, either because the number of target children available is limited, or sufficient and reliable screening/diagnostic information is already available. Your written statement should describe case finding and screening/diagnostic procedures as an essential part of your project whether they are actually carried out by your project, or by some other agency. The statement should also define your project's admission criteria and describe your referral procedures for those children not in your project.

6. Statement of procedures for child assessment and IEP development including the development of annual objectives.

Comment:

PL 94-142 requires the development of an individual educational plan (IEP) for each handicapped child. The statement should demonstrate how your individualized instructional system meets the requirements of PL 94-142. It should also demonstrate a relationship between your assessment procedures, the development of an IEP and the establishment of annual (long term) objectives. A detailed description of your assessment materials and procedures, your IEP format and nature of annual objectives is desirable both for internal program consistency and for communicating external audiences.

7. Statement of procedures for developing short term objectives, instructional activities and evaluation of child performance.

Comment:

Annual objectives can be of limited value when developing short term instructional objectives. Your procedures for assuring that a relationship exists between assessment results, long term objectives and short term objectives should be explicitly stated, including your procedures and/or criteria for establishing short term instructional objectives. Instructional activities, including how you use your curriculum, should be described in detail, such as laying out your instructional alternatives, materials and methods for instruction. Further, your procedures for determining child performance goals should be described and should coincide with your assessment and instructional practices. Your methods and/or instruments for measuring child skill growth should be established at the same time objectives and instructional activities are specified.

8. Statement of procedures for acquiring services from other agencies and procedures for assisting the child in transition to another program.

Comment:

Educational programs rarely provide all essential services needed by the young handicapped child. A statement of your project's procedures and responsibilities for obtaining supplemental services should focus on methods for identifying additional service needs, finding appropriate local service providers and acquiring those services for your children. Children will eventually move on to enter other educational programs. A statement of your project's follow-through activities should focus on the information you will share with personnel from the receiving program(s) and any support services that your project may continue to provide the child and/or the receiving program.

9. Statement of the plans for maintaining records of the services for children component.

Comment:

Maintaining records and subsequent documentation and evaluation of your services for children is an on-going activity that serves two purposes. At the formative (day to day) level your project should be collecting and maintaining data in order to answer questions about whether timelines for services are being maintained, whether the instructional program is having an impact on child performance, and whether the changes in child performance are being maintained, both within your project's physical environment and beyond. The data you collect at the formative level should contribute to the on-going modification and development of your instructional program based upon what those data suggest.

At the summative (end of the year) level you should specify how the formative level data will be analyzed and used in preparing an end of the year report and/or how you intend to demonstrate the impact of the project on specific skill areas of the children through post test or pre-post-test results. The statement should describe both formative and summative documentation and evaluation procedures including how data will be collected to:

a. document that the criteria for selection of children for project services have been established and are being followed.
b. document services provided or secured for children not accepted into the program.
c. document other services (external to the project) obtained for project children.
d. document that the planned services were provided to project children.
e. document the extent to which each child has attained the instructional objectives of the IEP.
f. document the extent to which the goals and objectives of the Services for Children Component have been attained.
g. document the extent to which parents are satisfied with project services for their children.
h. document the progress of children apart from each child's IEP.

In order to provide the documentation outlined above your project should establish and maintain a record keeping system for all the activities of the Services to Children Component including an individual record file on each child served.

Section III: Parent Involvement

Section III identifies planning areas that relate to your project's services for the parents and families of the children in your program. It deals with the types of parent involvement your project may provide, how an individual family's needs are determined, and how parent involvement is documented and evaluated.

1. Statement of philosophy, goals, and objectives for parent and family involvement with the project.

   Comment:

   While providing for parent involvement is required in the HCEEP guidelines, each project must determine for itself what that involvement will be and why it is important for the project. The project's specific goals and objectives for this component as well as the general philosophy should reflect a clear relationship between the program for parents and the program for children. The other planning areas in this section may supply additional information for the formulation of appropriate goals and objectives. This statement should also describe staff roles and responsibilities for the Parent Involvement Component.

2. Statement of orientation plans and needs assessment for parents.

   Comment:

   Parents need to know what your project is and what it provides. Orientation can be a way of providing parents with information about the project and also a way of opening communication and developing trust between parents and project staff. The statement should include a summary of the orientation information to be given to the parents, as well as a description of how the orientation will be provided.

   It is also important to determine how your project is going to determine the needs of individual families within the program. Many needs can be anticipated; however, you should be able to show a relationship between program activities with parents and the parent's demonstrated needs. Techniques that have been used with some success in showing the relationship are parent interviews, questionnaires, attitudinal scales, and specially designed needs assessment procedures.

3. Statement of the services provided for parents.

   Comment:

   Your project may choose to involve parents by providing them with direct services

such as: training in how to work with their child at home, information on general child development and/or specific handicapping conditions and/or counseling on the stresses of having a young child with special needs. It is important for your project to determine those services that it is both willing and capable of providing for parents, and also those services that can and should be acquired through other agencies. Services for parents of young handicapped children can be many and varied. In determining the services that will be provided by your project consideration should be given to the following: (1) the capabilities of your staff, (2) the types and quality of services currently available to parents in your community (to avoid duplication and/or competition with other agencies), (3) the needs of your parents and (4) the relationship between your services to parents and long-range goals for your children. In describing the services acquired through other agencies, the focus should be on supplementary services for parents and other family members and should identify the services, the service providers, and the responsibilities of the project in acquiring the services for its families.

4. Statement of parent involvement other than receiving services.

Comment:

Parent involvement in your project may not be confined to providing services as described in No. 3 above. Parents and other family members can be a valuable human resource to your project through participation in other project components and activities. Such involvement might include teaching in the classroom, recruitment of other children, child assessment, record keeping, counseling other parents, volunteer work, and participation on your advisory board. Your statement should describe the opportunities for involvement you intend to provide and, where appropriate, how the involvement relates to other project components (e.g., services to children, staff development, etc.).

Parents can also be involved through a regular exchange of information with the project. Parents have a need for and a right to information about their child and his/her program. Parents also can provide useful information to project staff concerning their child. Your statement should identify the types of information the project will routinely provide parents and the types of information you will ask the parents to provide. It should describe when and how the information will be exchanged.

PL 94-142 requires parent involvement in the identification, evaluation, and IEP development for their child and in the on-going monitoring on the child's IEP. HCEEP guidelines require that parents be represented on the project's advisory board.

5. Statement of documentation and evaluation plans for Parent Involvement Component.

Comment:

The evaluation of your Parent Involvement component must be shaped by the types of parent involvement you have chosen to provide and by the goals and objectives you have established. Documentation and evaluation should include:

a. document existing needs of project parents.
b. document the extent to which planned services have been delivered.
c. document the extent to which other types of parent involvement have occurred.
d. document the extent to which goals and objectives of the Parent Involvement component have been attained.
e. document the extent to which parents are satisfied with project services for themselves.
f. document the extent of progress (or change) in parents where appropriate.

In order to provide the documentation outlined above the project should establish and maintain a record keeping system for all the activities in this component.

Section IV: Staff Development

Section IV focuses on the planning tasks that relate to the professional development of project staff. Included are the goals of staff development as well as determining staff needs, availability of resources and documentation of the occurrence and impact of staff development activities.

1. Statement of the objectives for the staff development component of the program.

   Comment:

   The objectives for your staff development component should represent a logical extension of one or more of your overall project goals. Further, the achievement of those objectives should assist your staff in performing their job responsibilities in a more effective manner. To do so requires that objectives be stated in precise and measurable terms.

2. Statement of procedures for orienting staff to the goals, objectives and methodologies of the project.

   Comment:

   All staff will benefit from an initial orientation to your project, its various component parts, and plans for the coming year. The orientation should include the purposes and scope of the HCEEP, especially as they relate to model development, exemplary services for children and the subsequent demonstration and dissemination foci of your project. Staff roles, responsibilities and competencies should be attended to during the orientation as well as how essential competencies and other staff skills will be developed over the year.

3. Statement of the necessary competencies (knowledge and skills) that are required for each staff position.

   Comment:

   Determining the specific knowledge and skills necessary for each staff person to carry out the duties and responsibilities in his/her respective job description is a major first step in establishing your staff development component. The statement should distinguish between knowledge and skills that should be present when a staff person is hired, and knowledge and skills that must be acquired as the project develops.

4. Statement of the procedures for assessing staff development needs, especially as they relate to respective job roles, responsibilities and competencies.

Comment:

In order to plan your staff development activities to meet identified needs of individual staff members, an assessment of each staff member's needs should be carried out. Your statement should include how the knowledge and skills described in planning task No. 3 above would be assessed, as well as how additional needs would be identified.

5. Statement of available resources for staff development.

Comment:

Resources for staff development activities probably exist both within and outside your project. Your statement should identify each resource, the staff development need(s) that resource could address, and alternative procedures for providing that resource to project staff. The availability of resources, human, material and financial will likely dictate which alternatives for staff development are most accessible.

6. Statement of procedures for documenting and evaluating the staff development component.

Comment:

The evaluation staff development should exceed the documentation of when, where, how and to whom staff development was provided. Direct measures of knowledge and skill changes are essential if job roles, responsibilities and competencies are to have an applied value. Your statement of evaluation for your staff development component should be a natural outgrowth of the competencies, and needs you identified and the staff development activities carried out. It should include how data will be collected to:

a. document the existing staff development needs of project staff.
b. document the extent to which all planned staff development activities were provided.
c. document the extent to which goals and objectives of the Staff Development Component have been attained.
d. document the extent to which staff members were satisfied with the staff development program.
e. document the extent of progress or change in staff knowledge/skills as a result of staff development activities (where appropriate).
f. document the extent to which project staff have acquired the competencies necessary to fulfill their respective staff roles.

In order to provide the documentation outlined above, your project should establish and maintain a record keeping system for all the activities of the Staff Development Component.

Section V: Demonstration, Dissemination, and Continuation

Section V identifies planning tasks that relate to the project's plans for impacting upon its community and state during its three year demonstration phase. It includes plans for communicating with both the general public and with specific target audiences and plans for acquiring funding beyond the three years of BEH support. The planning tasks outlined here clearly show that an HCEEP project must be more than a service program. It must be able to *demonstrate* effectively to on-site visitors how it provides exemplary services to young handicapped children and their families. It must also actively *disseminate* information to other groups and individuals in order to increase the quantity and quality of services for young handicapped children in the community and state.

1. Statement of goals and objectives for the Demonstration, Dissemination, and Continuation Component.

   Comment:

   There are many ways an HCEEP demonstration project might contribute to increasing and improving services for young handicapped children in a given community and state. In establishing goals and objectives in this area attention should be given to how your particular project will relate to other planning and development efforts. It is likely that some long-range planning efforts are on-going in your state for providing services to young handicapped children. In addition to providing direct services to some children and demonstrating exemplary practices within your state, your project might contribute to those efforts in one or more of the following ways:

   a. provide training (pre- and in-service),
   b. public awareness and communication,
   c. developing evaluation standards,
   d. coordination with other agencies,
   e. technical assistance,
   f. development of legislation and program guidelines,
   g. research in early education of the handicapped.

   Your statement should describe how your project will relate to larger planning efforts including the agencies involved and the specific contribution(s) your project will make. It may also describe cooperative activities with other HCEEP projects.

   Your goals and objectives should also take account of the need to promote your own project and its uniqueness. Your statement should capture how you want your project to evolve into a permanent resource within your community and state. Of particular concern should be developing and maintaining financial support after the three year demonstration phase.

   The statement should outline staff responsibilities within the Demonstration, Dissemination, and Continuation Component. The subsequent planning areas identified in this section will provide an additional framework for formulation of a statement of goals and objectives for this component.

2. Statement of how general public awareness will be provided.

Comment:

The need to inform the general public of your project's existence and purposes varies depending upon several factors, such as the type of children being served, your agency, and the size and make-up of your local community. Your statement should present a rationale for developing public awareness in your local community. It should describe the methods to be used and the desired results. General public awareness activities generally have a dual focus: (1) to develop awareness of the need for services for young handicapped children in your community and (2) to provide information to the community about your project itself.

3. Statement of general plans for demonstration and dissemination activities.

Comment:

Developing plans for demonstration and dissemination involve three basic and interrelated issues: *what* will your project provide *to whom* and *why?*

(1) You should determine which aspects of your project will be the primary focus of your demonstration and dissemination efforts. Other programs that become interested in your project will seldom attempt to adopt your entire project; rather they will select the aspects of your program that meet their needs. Your project, therefore, may concentrate on making some aspects of its program more "exportable."

(2) You should select the target audiences for the project's demonstration and dissemination activities. The term "target audiences" is a collective term for those individuals and groups who influence the provision of services to young handicapped children. They can be divided into three types: *policy level decision makers* are those who determine policies that affect services to young handicapped children; *administrative level decision makers* are those who make administrative decisions affecting services to young handicapped children, *implementors* are those who provide direct services to young handicapped children such as classroom teachers. A project might direct its demonstration and dissemination activities at any or all of these types, depending upon the project's local circumstances and resources.

(3) Whatever target audiences are selected, you should determine how you intend to influence or change them. What do you hope the target audience will do after your demonstration and dissemination activities have taken place? Will they use acquired knowledge and/or skills, change attitudes, or make and/or implement decisions?

While much of the planning and program development in this component will probably occur in the second and third years of your demonstration project, you should give it some attention in the first year in order to identify possibilities and gather information for planning decisions.

4. Statement of specific plans for carrying out demonstration and dissemination activities.

Comment:

After you have determined what aspects of your project you wish to share, the appropriate target audiences, and the type of influence you intend to have, you must then select the delivery strategies that can most effectively reach and influence those targets. For example, should you use media, develop print materials, provide training workshops, conduct person-to-person lobbying and consultation, use your advisory board and/or parents? The selection of delivery strategies should be based upon the content of your message, the nature of your target audience, and the intended results. You should have a clear rationale for each delivery strategy or combination of strategies you select.

Two other issues are important to consider as you develop specific plans. Determine exactly how you will demonstrate your project to on-site visitors, including staff responsibilities, general policies, and scheduling. Also, determine what specific print and/or non-print products you need to develop in order to implement your dissemination plans and lay out a specific timeline, staff responsibilities, and fiscal resources for each product.

5. Statement of plans for securing continuation funding after the third year of demonstration.

Comment:

Each HCEEP demonstration project must seek out other sources for funding if they wish to continue beyond three years. Planning in this area involves the identification of potential sources of continuation funding, the collection and organization of information needed for soliciting continuation funding, and the development of plans for presenting the project's request for funding to each identified source. Planning in this area should begin during the first year with a clear three year timeline.

6. Statement of documentation and evaluation plans for the Demonstration, Dissemination, and Continuation Component.

Comment:

Documentation and evaluation of this component should include at a minimum the extent to which all planned demonstration and dissemination activities were carried out, and the extent to which the goals and objectives of the Demonstration, Dissemination and Continuation Component were met. Beyond that a project may also wish to collect data to demonstrate the following:

a. the level of knowledge of persons receiving demonstration information.
b. the extent to which demonstration and dissemination audiences were satisfied with the activities.
c. the number of replication sites and the number of children served in each site.

In order to be able to provide the documentation outlined above the project should establish and maintain a record keeping system for all activities in this component.